



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2011-2012:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2012-2013 NCLB Report Card

School: Calais Elementary School

SAU: Calais School Department

## Contents of the Report

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# 2012-2013 NCLB Report Card



**School:** Calais Elementary School  
**SAU:** Calais School Department  
**Grade:** 03



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	38	38	100	66	66	70	21	45	21	13	38	0	0
	2011-2012	40	39	98	74	74	72	21	54	13	13	39	0	0
Female	2010-2011	18	18	100	67	67	74	22	44	28	6			
	2011-2012	17	17	100	94	94	77	12	82	6	<1			
Male	2010-2011	20	20	100	65	65	66	20	45	15	20			
	2011-2012	23	22	96	59	59	68	27	32	18	23			
Caucasian/White	2010-2011	36	36	100	67	67	71	22	44	19	14			
	2011-2012	36	36	100	78	78	73	22	56	14	8			
African American/Black	2010-2011	0	0				43							
	2011-2012	0	0				47							
Hispanic	2010-2011	0	0				60							
	2011-2012	1	1	100			65							
Asian or Pacific Islander	2010-2011	0	0				69							
	2011-2012	0	0				77							
American Indian or Native Alaskan	2010-2011	2	2	100			67							
	2011-2012	3	2	67			65							
Economically Disadvantaged	2010-2011	22	22	100	64	64	58	14	50	27	9			
	2011-2012	26	25	96	68	68	62	12	56	16	16			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	6	6	100			34							
	2011-2012	5	4	80			36							
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	2	2	100			47							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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# 2012-2013 NCLB Report Card



**School:** Calais Elementary School  
**SAU:** Calais School Department  
**Grade:** 04



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	41	40	98	78	78	67	20	58	15	8	40	0	0
	2011-2012	36	36	100	67	67	71	25	42	14	19	36	0	0
Female	2010-2011	20	19	95	79	79	72	26	53	11	11			
	2011-2012	17	17	100	76	76	75	29	47	12	12			
Male	2010-2011	21	21	100	76	76	63	14	62	19	5			
	2011-2012	19	19	100	58	58	67	21	37	16	26			
Caucasian/White	2010-2011	39	38	97	76	76	68	21	55	16	8			
	2011-2012	34	34	100	68	68	72	26	41	15	18			
African American/Black	2010-2011	0	0				40							
	2011-2012	1	1	100			42							
Hispanic	2010-2011	0	0				54							
	2011-2012	0	0				60							
Asian or Pacific Islander	2010-2011	1	1	100			67							
	2011-2012	0	0				76							
American Indian or Native Alaskan	2010-2011	1	1	100			62							
	2011-2012	1	1	100			57							
Economically Disadvantaged	2010-2011	22	21	95	71	71	56	10	62	24	5			
	2011-2012	24	24	100	58	58	60	17	42	17	25			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	7	7	100			29							
	2011-2012	6	6	100			35							
Limited English Proficient	2010-2011	0	0				43							
	2011-2012	0	0				40							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

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# 2012-2013 NCLB Report Card



**School:** Calais Elementary School  
**SAU:** Calais School Department  
**Grade:** 05



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	33	32	97	56	56	70	<1	56	25	19	31	1	0
	2011-2012	41	41	100	66	66	68	7	59	29	5	40	1	0
Female	2010-2011	16	16	100	50	50	75	<1	50	38	13			
	2011-2012	21	21	100	71	71	74	10	62	24	5			
Male	2010-2011	17	16	94	63	63	66	<1	63	13	25			
	2011-2012	20	20	100	60	60	63	5	55	35	5			
Caucasian/White	2010-2011	28	28	100	57	57	71	<1	57	29	14			
	2011-2012	39	39	100	64	64	69	8	56	31	5			
African American/Black	2010-2011	1	1	100			48							
	2011-2012	1	1	100			42							
Hispanic	2010-2011	1	0	0			65							
	2011-2012	0	0				60							
Asian or Pacific Islander	2010-2011	0	0				68							
	2011-2012	1	1	100			75							
American Indian or Native Alaskan	2010-2011	3	3	100			65							
	2011-2012	0	0				48							
Economically Disadvantaged	2010-2011	21	21	100	48	48	60	<1	48	24	29			
	2011-2012	22	22	100	64	64	57	5	59	32	5			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	10	9	90			34							
	2011-2012	8	8	100			30							
Limited English Proficient	2010-2011	1	1	100			46							
	2011-2012	0	0				44							

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# 2012-2013 NCLB Report Card



**School:** Calais Elementary School  
**SAU:** Calais School Department  
**Grade:** 06



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	35	35	100	60	60	72	<1	60	34	6	35	0	0
	2011-2012	29	28	97	50	50	72	<1	50	36	14	26	2	0
Female	2010-2011	15	15	100	67	67	76	<1	67	33	<1			
	2011-2012	17	16	94	56	56	78	<1	56	38	6			
Male	2010-2011	20	20	100	55	55	68	<1	55	35	10			
	2011-2012	12	12	100	42	42	67	<1	42	33	25			
Caucasian/White	2010-2011	29	29	100	52	52	73	<1	52	41	7			
	2011-2012	27	26	96	50	50	73	<1	50	35	15			
African American/Black	2010-2011	2	2	100			52							
	2011-2012	1	1	100			48							
Hispanic	2010-2011	1	1	100			67							
	2011-2012	1	1	100			66							
Asian or Pacific Islander	2010-2011	0	0				67							
	2011-2012	0	0				75							
American Indian or Native Alaskan	2010-2011	3	3	100			65							
	2011-2012	0	0				62							
Economically Disadvantaged	2010-2011	20	20	100	45	45	60	<1	45	45	10			
	2011-2012	17	16	94	25	25	61	<1	25	50	25			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	5	5	100			33							
	2011-2012	8	8	100			34							
Limited English Proficient	2010-2011	2	2	100			46							
	2011-2012	0	0				45							

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# 2012-2013 NCLB Report Card



**School:** Calais Elementary School  
**SAU:** Calais School Department  
**Grade:** 03



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	38	38	100	53	53	61	26	26	26	21	38	0
	2011-2012	40	39	98	62	62	64	26	36	28	10	39	0
Female	2010-2011	18	18	100	50	50	59	28	22	22	28		
	2011-2012	17	17	100	59	59	63	18	41	29	12		
Male	2010-2011	20	20	100	55	55	64	25	30	30	15		
	2011-2012	23	22	96	64	64	65	32	32	27	9		
Caucasian/White	2010-2011	36	36	100	53	53	63	28	25	28	19		
	2011-2012	36	36	100	67	67	65	28	39	25	8		
African American/Black	2010-2011	0	0				30						
	2011-2012	0	0				38						
Hispanic	2010-2011	0	0				49						
	2011-2012	1	1	100			50						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				70						
American Indian or Native Alaskan	2010-2011	2	2	100			59						
	2011-2012	3	2	67			54						
Economically Disadvantaged	2010-2011	22	22	100	45	45	49	18	27	27	27		
	2011-2012	26	25	96	56	56	52	28	28	28	16		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	6	6	100			35						
	2011-2012	5	4	80			35						
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	2	2	100			36						

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# 2012-2013 NCLB Report Card



**School:** Calais Elementary School  
**SAU:** Calais School Department  
**Grade:** 04



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	41	40	98	55	55	60	10	45	25	20	40	0
	2011-2012	36	36	100	47	47	66	19	28	14	39	36	0
Female	2010-2011	20	19	95	63	63	60	5	58	16	21		
	2011-2012	17	17	100	47	47	65	18	29	18	35		
Male	2010-2011	21	21	100	48	48	61	14	33	33	19		
	2011-2012	19	19	100	47	47	67	21	26	11	42		
Caucasian/White	2010-2011	39	38	97	55	55	61	11	45	26	18		
	2011-2012	34	34	100	50	50	67	21	29	12	38		
African American/Black	2010-2011	0	0				31						
	2011-2012	1	1	100			31						
Hispanic	2010-2011	0	0				48						
	2011-2012	0	0				52						
Asian or Pacific Islander	2010-2011	1	1	100			64						
	2011-2012	0	0				71						
American Indian or Native Alaskan	2010-2011	1	1	100			56						
	2011-2012	1	1	100			57						
Economically Disadvantaged	2010-2011	22	21	95	52	52	48	<1	52	29	19		
	2011-2012	24	24	100	33	33	54	17	17	17	50		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	7	7	100			31						
	2011-2012	6	6	100			37						
Limited English Proficient	2010-2011	0	0				35						
	2011-2012	0	0				33						

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# 2012-2013 NCLB Report Card



**School:** Calais Elementary School  
**SAU:** Calais School Department  
**Grade:** 05



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	33	32	97	31	31	61	6	25	31	38	31	1
	2011-2012	41	41	100	44	44	64	5	39	27	29	40	1
Female	2010-2011	16	16	100	31	31	61	<1	31	31	38		
	2011-2012	21	21	100	38	38	65	5	33	38	24		
Male	2010-2011	17	16	94	31	31	61	13	19	31	38		
	2011-2012	20	20	100	50	50	64	5	45	15	35		
Caucasian/White	2010-2011	28	28	100	32	32	62	7	25	32	36		
	2011-2012	39	39	100	44	44	65	5	38	26	31		
African American/Black	2010-2011	1	1	100			32						
	2011-2012	1	1	100			35						
Hispanic	2010-2011	1	0	0			48						
	2011-2012	0	0				50						
Asian or Pacific Islander	2010-2011	0	0				59						
	2011-2012	1	1	100			70						
American Indian or Native Alaskan	2010-2011	3	3	100			60						
	2011-2012	0	0				55						
Economically Disadvantaged	2010-2011	21	21	100	14	14	47	5	10	29	57		
	2011-2012	22	22	100	36	36	51	<1	36	27	36		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	10	9	90			30						
	2011-2012	8	8	100			30						
Limited English Proficient	2010-2011	1	1	100			34						
	2011-2012	0	0				39						

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# 2012-2013 NCLB Report Card



**School:** Calais Elementary School  
**SAU:** Calais School Department  
**Grade:** 06



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	35	35	100	49	49	64	6	43	29	23	35	0
	2011-2012	29	28	97	36	36	64	7	29	21	43	26	2
Female	2010-2011	15	15	100	40	40	63	13	27	27	33		
	2011-2012	17	16	94	31	31	64	<1	31	19	50		
Male	2010-2011	20	20	100	55	55	64	<1	55	30	15		
	2011-2012	12	12	100	42	42	64	17	25	25	33		
Caucasian/White	2010-2011	29	29	100	52	52	65	7	45	28	21		
	2011-2012	27	26	96	38	38	66	8	31	19	42		
African American/Black	2010-2011	2	2	100			36						
	2011-2012	1	1	100			35						
Hispanic	2010-2011	1	1	100			57						
	2011-2012	1	1	100			51						
Asian or Pacific Islander	2010-2011	0	0				66						
	2011-2012	0	0				74						
American Indian or Native Alaskan	2010-2011	3	3	100			60						
	2011-2012	0	0				52						
Economically Disadvantaged	2010-2011	20	20	100	35	35	50	<1	35	30	35		
	2011-2012	17	16	94	13	13	51	6	6	31	56		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	5	5	100			28						
	2011-2012	8	8	100			29						
Limited English Proficient	2010-2011	2	2	100			39						
	2011-2012	0	0				37						

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# 2012-2013 NCLB Report Card



**School:** Calais Elementary School  
**SAU:** Calais School Department  
**Grade:** 05



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	31	31	100	65	65	64	3	61	35	<1	29	2
	2011-2012	40	40	100	63	63	62	10	53	35	3	39	1
Female	2010-2011	17	17	100	65	65	64	<1	65	35	<1		
	2011-2012	19	19	100	63	63	61	5	58	32	5		
Male	2010-2011	14	14	100	64	64	65	7	57	36	<1		
	2011-2012	21	21	100	62	62	63	14	48	38	<1		
Caucasian/White	2010-2011	26	26	100	69	69	66	4	65	31	<1		
	2011-2012	38	38	100	63	63	64	11	53	34	3		
African American/Black	2010-2011	1	1	100			32						
	2011-2012	1	1	100			32						
Hispanic	2010-2011	1	1	100			50						
	2011-2012	0	0				53						
Asian or Pacific Islander	2010-2011	0	0				68						
	2011-2012	1	1	100			62						
American Indian or Native Alaskan	2010-2011	3	3	100			58						
	2011-2012	0	0				49						
Economically Disadvantaged	2010-2011	19	19	100	53	53	53	5	47	47	<1		
	2011-2012	21	21	100	62	62	51	5	57	33	5		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	8	8	100			36						
	2011-2012	5	5	100			32						
Limited English Proficient	2010-2011	0	0				36						
	2011-2012	0	0				33						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

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# 2012-2013 NCLB Report Card



**School:** Calais Elementary School  
**SAU:** Calais School Department  
**Grade:** 3-8



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	99	E: 99 M: 94	E: 99 M: 99	63	E: 69 M: 56	E: 70 M: 73	99	E: 99 M: 94	E: 99 M: 99	49	E: 53 M: 42	E: 65 M: 62	94	93	95
Caucasian/White	99	E: 100 M: 94	E: 100 M: 99	64	E: 71 M: 57	E: 71 M: 74	99	E: 100 M: 94	E: 99 M: 99	51	E: 54 M: 44	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	98	E: 99 M: 91	E: 99 M: 99	52	E: 64 M: 36	E: 60 M: 62	98	E: 99 M: 91	E: 99 M: 99	36	E: 43 M: 22	E: 52 M: 48			
Students with Disabilities	*	E: * M: *	E: 98 M: 98	20	E: * M: 10	E: 34 M: 34	*	E: * M: *	E: 98 M: 98	20	E: * M: 10	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2012-2013 NCLB Report Card



**School:** Calais Elementary School  
**SAU:** Calais School Department



## Maine Teacher Quality Data

	Part I: Professional Qualifications					
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	5	14	0	2	1	0

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	0

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	8.22

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.